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Professional Preparation of Head Coaches for Girls Interscholastic Track and Field in South Dakota

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PROFESSIONAL PREPARATION OF HEAD COACHES FOR GIRLS INTERSCHOLASTIC TRACK AND FIELD IN SOUTH DAKOTA

BY

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PROFESSIONAL PREPARATION OF HEAD COACHES FOR GIRLS INTERSCHOLASTIC TRACK AND FIELD IN SOUTH DAKOTA

This thesis is approved as a creditable and independent investigation by a candidate for the degree, Master of Science, and is acceptable for meeting the thesis requirements for this degree. Acceptance of this thesis does not imply that the conclusions reached by the candidate are necessarily the conclusions of the major department.

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Investigation in the following areas was conducted: socio-demographic characteristics, educational background in professional preparation, experience and background in coaching and teaching, membership in professional organizations, and reason for holding position. Head coaches (N = 199) of girls interscholastic track and field in SD whose schools belong to the SDHSAA were investigated. Data were obtained through use of a questionnaire and were organized by utilizing the SPSS one-way frequency distribution with descriptive statistics. The largest % of coaches were male, M = 30.5 yrs of age, had a major or minor in PE from a SD institution, M = 7.3 yrs teaching experience, M = 5.1 yrs track coaching experience, M = 3.1 yrs as head girls track coach, experienced in some type of track program, responsibilities in more than one sport, and coaching position was offered to them. Attendance at coaching clinics was infrequent. As school class size decreased: age, graduate credits attained, % of coaches receiving Masters, M yrs in teaching experience, coaching experience in track and as head coach of girls team, membership in professional organizations, and % of coaches meeting certification requirements also decreased. Coaches (24.2%) did not meet certification requirements to coach track.

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CHAPTER I

INTRODUCTION

Presently we are in a very exciting and challenging period of athletics for women. We are in a period in which sports programs for girls and women have undergone considerable change. Neal (1969) stated that never before has the female been so free from cultural restraints and taboos in sports competition as she is today.

With the establishment of Title IX there has been an explosion of sports programs for the female athlete, encouraging increased participation in great numbers and bringing women participants into prominence throughout the world. Today, junior high teams practice daily, high school girl athletes are beginning to work for scholarships, college women are pursuing national championships, and women are starting to compete on professional teams. This continual growth in numbers of participants and in the quality of performance has created a concern for professional preparation programs which prepare individuals for the leadership roles needed in sports programs for girls.

When sport squads are expanded at a faster rate than available coaching leadership merits, George (1966) felt that the quality of instruction and supervision diminishes. In the past, coaching positions have often been filled by instructors in physical education. Presently we are in a situation in which there are many more coaches needed to coach the athletic teams than there are people needed to teach physical education (Healy, 1976).

In addition to this, there is a problem when coaches resign from their coaching position while retaining their teaching position. This situation often results in the assignment of individuals, with no professional preparation in coaching, to take on the responsibilities of an athletic team. As Adams (1974) pointed out, in many instances teachers equipped with enthusiasm and energy, but with little or no experience or background in coaching, have been recruited to fill the growing number of coaching vacancies within the school system. This often leads to the question on, whether or not, the athletic administrator has selected the interscholastic coach because of their qualifications and preparation or simply because he or she is interested and available.

In some cases, instructors may be forced to accept coaching responsibilities created by this enormous growth of women's athletics. As teachers apply for jobs, they often must agree to take on a coaching assignment in order to be hired. Other coaches have been overloaded with many coaching duties, which often include areas in which they have limited preparation and experience.

Recruitment of well-prepared coaches is a constant problem for the athletic administrator. Neal (1969) pointed out that a good teacher does not necessarily become a good coach, or vice versa. Measures should be taken by high schools in an attempt to reduce the effects of coach staffing problems. Some of the possible measures to take may include the use of: (1) certified staff members from other buildings within the school district, (2) male coaches for girls athletic teams, and (3) a special program to prepare individuals for coaching a specific sport, who has had no previous experience.

Statement of the Problem

The purpose of this study was to describe the professional preparation of head coaches for girls interscholastic track and field in South Dakota.

Significance of the Study

Teachers who have an interest in becoming a coach for an interscholastic athletic team should be provided the opportunity of becoming more professionally prepared in the many diversified aspects of coaching. Information concerning the professional preparation of head coaches for girls interscholastic track and field teams in South Dakota, currently not available, can now be provided to the South Dakota High School Activities Association and the South Dakota State Department of Elementary and Secondary Education. As a result, such information on the investigated areas may be judged to be in need of strengthening. Results of the study could also be beneficial to teacher training institutions in the formulation of programs and course content for the preparation of individuals to coach competitive interscholastic track and field for girls.

Pertinent Questions

The following were pertinent questions for this study:

1. What kind of socio-demographic characteristics do the head coaches possess?

2. What type of educational background and experiences in coaching and teaching do the head coaches possess?

3. What are the differences in the professional preparation of the coaches from Class AA, Class A, and Class B schools?

4. What is the status of compliance among the head coaches to the state accreditation policy for coaching in South Dakota?

5. What are the coaches' reasons for assuming their present role as head coach?

Scope

The subjects for this study consisted of head coaches (N = 208) of girls interscholastic track and field teams whose schools are members of the South Dakota High School Activities Association. This included 32 coaches from Class AA schools (largest 32 schools according to student enrollment), 58 coaches from Class A schools (enrollment of 151 and above), and 118 coaches from Class B schools (enrollment of 150 and below). Of the 208 head coaches surveyed, there was a total of 199 (95.7%) who responded.

A questionnaire (Appendix A) was designed to gather the following data on variables concerning the head track and field coaches:

1. Socio-demographic characteristics of the coaches.

2. Educational background in professional preparation of the head coaches.

3. Experiences and background in coaching and teaching of the head coaches.

4. Professional organizations to which the coaches belong.

5. Reason for holding position as head coach of girls interscholastic track and field.

Limitations

This investigation was limited by the following conditions:

1. Only the head coaches from the South Dakota High School Activities Association list were surveyed, thus, overlooking other possible coaches in schools which are not members of the association.

Definition of Terms

The following terms are defined for use in this investigation:

Class AA school. A Class AA school consists of the top 32 schools in South Dakota with the largest enrollment.

Class A school. A Class A school in South Dakota consists of an enrollment of 151 and above.

Class B school. A Class B school in South Dakota consists of an enrollment of 150 and below.

Head coach. A head coach is the person who has the principle responsibility for the direction of an athletic team.

Interscholastic track and field. Interscholastic track and field consists of competition between high schools.

Title IX. Title IX is an Educational Amendment of 1972 which states that, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal assistance."

CHAPTER II

REVIEW OF RELATED LITERATURE

As women and girls enter the field of competitive athletics, a major concern is the quality of coaching. One reason may be a result of coaching duties being assumed by teachers who are not familiar with all the aspects of athletics (George, 1966). Fordham and Leaf (1978) pointed out that with the rapid expansion of athletic programs, particularly at the interscholastic level, the quality of coaching has become a major problem in the United States, because approximately one-fourth of all head coaches of junior and senior high school teams have had no professional preparation for such responsibility.

Lopiano (1979) stated that one reason for the lack of qualified coaches in women's athletics is due to a tendency to hire women to coach women's teams and not the most highly qualified person. Women's athletics are still too young to operate on a strict diet of all female coaches. In addition, it is not uncommon for coaches who could not make it in the men's athletic ranks to be hired to coach women's teams.

Neal (1969) stated that there have also been many excellent male coaches who have volunteered their time to work with women's sports and have done a tremendous job. When one is choosing a coach for a women's team, the primary consideration should be the coach's qualifications for coaching. It is felt by George (1966) that the problem of qualified coaches is a serious situation in the girls athletic program. Although there has been little research completed which relates specifically to the professional preparation of coaches for

interscholastic track and field, several similar studies have been done related to coaching qualifications and professional preparation.

The purpose of this study was to describe the professional preparation of head coaches for girls interscholastic track and field in South Dakota. In examining this problem, a review of literature was conducted into three major areas: (1) role and responsibility of the coach, (2) professional preparation of the coach, and (3) certification of the coach.

Role and Responsibility of the Coach

The coach of an interscholastic athletic team assumes a very responsible position in American education. Pestolesi and Sinclair (1978) stated that coaching was the highest level of teaching motor skills. Gallon (1974) added that the coach must acquire a complete working knowledge of the sport and should have specialized knowledge of the techniques and methods necessary for the sport that will be handled.

Neal (1969) indicated that a good coach does not just happen, but must want to be a coach and must be trained as one. A good coach should:

1. Understand the workings of the human body.
2. Know the best and most up-to-date methods for training and conditioning athletes.
3. Have the ability to analyze and correct form.
4. Have insight about how to best use personnel.
5. Believe in the values of competition.

6. Be aware of opportunities for personality development in sports.

7. Have the qualities of dedication, enthusiasm, and initiative.

8. Be capable of selflessness.

9. Understand psychology.

10. Have a sense of responsibility to the players and the public.

Nathanson (1979) pointed out that the coach must use safe playing conditions and protective equipment, maintain positive attitudes of sportsmanship among team members, display sincere enthusiasm for the sport being coached, identify limitations of the body in athletic performance, and identify the use and effects of drugs on the body. Another factor that was strongly held by George (1966) was that coaches are responsible for properly administering all rules governing their particular sport.

Esslinger (1968) stated that a coach's lack of background in the structure and function of the human body is a serious liability which keeps the coach from knowing how to prevent injuries and other damage, to recognize and evaluate injuries, and to follow the proper course of action when they occur. The health and safety of the participants along with the principles and objectives of interscholastic competition are of great concern to the coach (Resick and Erickson, 1975).

By attending workshops, clinics, and symposiums, coaches can keep abreast within the fields of knowledge related to the science of coaching (Evans and Evans, 1979). Cleland (1977) felt that future coaches must develop interest in and become knowledgeable of those organizations that govern and influence their programs. George (1966)

emphasized that coaches should participate in professional organizations both in the general educational field (local, state, and national educational associations) and in the specialized area of athletics (interscholastic associations and coaches organizations) as well as physical education associations (local, state, district, and national). The coach must be qualified and prepared to carry out duties with the knowledge and skills of the trade, which are so important to the well-being of the high school athlete.

Professional Preparation of the Coach

Research indicates that too many coaches have little or no preparation related to their coaching duties (Corbin and Noble, 1978). Meinhardt (1971) stated that coaches who lack professional preparation are less capable of protecting the health and well-being of the participant than those who have had preparation. Their lack of background in the structure and function of the human body is a serious liability which keeps them from knowing how to prevent injuries and how to follow proper emergency procedures.

Mueller and Robey (1976) have shown that a coach's background and training are important when related to injuries. Some of the factors pointed out were:

1. There was a steady decline in the injury rate as the coach's number of years of coaching experience increased.

2. High school and college playing experience were associated with a lower injury rate than only high school experience.

3. As the age of the coach increased, the injury rate decreased.

4. Coaches with a masters degree were associated with lower injury rates.

5. The greater number of assistant coaches, the lower the injury rate.

Erickson and Resick (1975) felt that injuries and deaths will never be eliminated in a hard body-contact sport like football, but they can be sharply reduced by well-trained coaches. Meinhardt (1971) also added that coaches who lack proper preparation are handicapped in relating to youth and the social, moral, ethical, mental, and physical values inherent in interscholastic sports.

Esslinger (1968) stated that it has been generally conceded that the best preparation for the position of head coach of a high school athletic team includes the combination of a physical education major plus participating experience as a member of the varsity team of the sport to be coached. In many states, a degree in physical education is highly recommended, but is not required (Evans and Evans, 1979).

In the state of New York, Cole (1971) found that some authorities believe all coaches should be fully certified as teachers of physical education, since interscholastic athletics are an integral part of the physical education program and because of the ever-present danger of injury to participants. In a study done by Getchel (1973) concerning graduated majors in physical education at Western State College, he found that many of the graduates have coached or are coaching sports in which they had not participated in during high school and/or college. Track was the most frequent sport being coached without actual participation by the coach.

Even though it would be ideal for all coaches to have a major or minor in physical education, Lehmann (1966) indicated for most schools this would be impossible to achieve. Due to the number of men and women coaches required to conduct an interscholastic athletic program properly in a secondary school, McKinney (1970) pointed out that it is administratively difficult to hire certified physical educators for every coaching assignment. Surveys indicate that in some schools as many as 58 percent of the coaches are non-physical education personnel (Erickson and Resick, 1975). From a study done in Maryland, Sheets (1971) found that of the head coaches reported, 50.4 percent listed physical education as their area of certification. Of the track and field coaches reported, 51.7 percent listed physical education as their area of certification.

Another problem, pointed out by Meinhardt (1971), is that some college athletes want to coach, but wish to teach in an area other than physical education. He indicated that a solution is to provide such teachers with the academic background and experience essential for every secondary school head coach.

Chambers (1972) stated that physical education and coaching are not completely synonymous and in most cases physical educators are not trained specifically for coaching. It was found by Chu (1978) that, in some way, passage through the training program for physical education, labels graduates as capable of fulfilling coaching role responsibilities regardless of actual preparation for that role. In a study done by Johnson (1973) concerning professional preparation of graduated majors

in physical education at Augustana College, it was found that the graduates felt that their preparation to coach athletics was "slightly below average."

Schauer (1971) conducted a study concerning the professional preparation of women for coaching interscholastic athletics for girls in North Dakota, and found that coaches indicated a need for more practical experience in coaching at the undergraduate level, such as direct competitive experience on the part of the prospective coach and also some pre-coaching experience. In addition, there was also a need for more courses directly related to coaching technique, training, injury prevention, and organization. Martin (1978) stated that men and women graduates from the Department of Health, Physical Education and Recreation at Harding College also perceived the coaching area of the curriculum as needing improvement.

In a study done by Fuller (1979) on the professional preparation of interscholastic football coaches, the subjects, in general, did not feel adequately prepared to coach interscholastic football upon graduation from college. In Wisconsin, Hatlem (1972) cited that there was a lack of professional preparation among coaches in courses deemed essential for coaching interscholastic athletics. On the basis of attendance and membership figures, coaches demonstrated a general lack of interest in attending coaching clinics and belonging to professional organizations. The longevity of active coaches in schools of Wisconsin was quite short, with coaching experience averaging about eight years.

In Arkansas, Toothaker (1974) found that the majority of the coaches were physical education majors and minors, and that many of

the coaches were teaching in their minor area of preparation or in an area totally unrelated to any of their undergraduate course work. The majority of the coaches felt their college course work was not very beneficial to them as a coach, and that there was a need for some type of athletic coaching minor.

Ferguson (1977) stated that teacher education departments should establish policies and procedures for the assignment of student teachers having preparation and interest in coaching, to both the regular student teaching situation and a coach-assisting situation. Fordham and Leaf (1978) agreed that those involved with athletics should have special competencies over and above those required for a standard teacher certification.

Certification of the Coach

Pestolesi and Sinclair (1978) indicated that all coaches should be certified to protect against legal challenges with respect to the conduct and supervision of sport programs. The American Association of Health, Physical Education and Recreation, led by Esslinger (1968), set up a Task Force to study the problem of certification of coaches. The committee developed a program which, if required for certification, was intended to improve coaching and interscholastic athletics. The program is as follows:

1.	Medical Aspects of Coaching	3 semester hours
2.	Principles and Problems of Coaching	3 semester hours
3.	Kinesiological Foundations of Coaching	2 semester hours
4.	Physiological Foundations of Coaching	2 semester hours
5.	Theory and Techniques of Coaching	6 semester hours

In addition to this, Sisley (1973) pointed out that other ways in which prospective coaches can gain valuable knowledge about coaching are by: (1) being a participant in athletic events, (2) serving as a manager or trainer, (3) coaching a recreational team or assisting a coach in either the educational or recreational setting, and (4) officiating. Tamsberg (1978) emphasized that extensive knowledge of the sport being coached is necessary.

The Task Force came to the conclusion that the best way to "liquidate" unqualified coaches is for each state to establish certification standards for teachers of academic subjects who desire to coach (Esslinger, 1968). Aldridge (1975) recommended that a coaching certificate be adopted in all states, that a three year period be allowed for currently active coaches to meet certification requirements, and that assistant coaches should meet certification requirements prior to receiving head coaching positions. Frost (1977) stated that individuals who coach more than one sport should be certified in each sport they coach.

Erickson and Resick (1975) indicated that approximately 18 states have adopted certification standards for athletic coaches. Of the states requiring certification standards, Maetozo (1970) pointed out that Minnesota requirements had been the strongest.

The South Dakota requirements for obtaining a coaching certificate (Administrative Rules of South Dakota) states, any person assigned to be an athletic coach in grades 9 through 12 shall have a valid elementary or secondary teacher certificate and a minimum of eight

semester hours in coaching athletics or in health and physical education, to include a course in prevention and care of athletic injuries and a course in coaching the athletic activity assigned.

In New York State, Nathanson (1979) stated that as of September 1, 1975, certified teachers of physical education may coach any sport in any school; teachers not certified in physical education may coach any sport in any school provided they have completed an approved pre-service or in-service educational program for coaches, or will complete a program within three years of appointment. Since any full-time professional employee of a school district in Pennsylvania can coach without certification, Maetozo (1977) pointed out that it has been recommended that commencing in 1980-1981 all newly appointed coaches should have satisfactorily completed an approved program in athletic coaching as offered by a college or university.

McKinney (1970) stated that in Missouri interscholastic athletic coaches must have a teaching certificate either in physical education or in coaching. In Tennessee, Flatt (1975) found that the majority (85%) of the interscholastic coaches favored certification of coaches by completing a major or minor in coaching during their professional educational program. Flatt also recommended a student-assistant coaching program for those who plan to coach. In Iowa, Kent (1974) found that the professional preparation of most coaches did not satisfy the requirements of the state guidelines for the coaching endorsement.

Lopiano (1979) stressed that administrators have not conducted adequate searches for qualified male or female coaches. Finding someone

willing to work for "peanuts" has been more important than the few extra dollars required for quality. Neal (1969) stated that sports programs for women in the future will depend greatly on the leadership of qualified coaches.

Summary

There has been a major concern in the quality of coaching for womens athletic teams as they enter the field of competitive athletics. With the rapid expansion of athletic programs, administrators have found it increasingly difficult to fill the coaching positions with professionally prepared coaches. A coach of an interscholastic athletic team assumes a very responsible position, so great care and consideration in hiring an individual with proper preparation for the sport to be coached should be considered.

There was a general agreement that the best preparation for the position of head coach of a high school athletic team included the combination of a physical education major plus participating experience as a member of the varsity sport to be coached. Most states did recommend a degree in physical education for their coaches. Coaches did indicate a need, though, for more practical experience in coaching at the undergraduate level, such as direct competitive experience on the part of the prospective coach and also some pre-coaching experience. It was interesting to note that track was the most frequent sport being coached without actual participation by the coach.

Problems arose with administrators being unable to fill coaching positions with only physical education majors along with individuals

who had a desire to coach, but did not have a degree in physical education. Graduates with majors in physical education also felt a need for additional preparation in the coaching of athletic teams. In some cases, it was found that there was a general lack of professional preparation among coaches in courses deemed essential for coaching interscholastic athletics, along with a general lack of interest in attending coaching clinics and belonging to professional organizations.

Some possible solutions to these problems included providing more courses directly related to coaching techniques, training, injury prevention, and organization, along with student-coaching experiences. It was emphasized that all coaches should be certified to protect against legal challenges with respect to conduct and supervision of sport programs. There are approximately 18 states which have adopted certification standards for athletic coaches, but in some cases it was found that the professional preparation of most coaches did not satisfy the requirements of the guidelines for the coaching endorsement.

CHAPTER III

METHODS AND PROCEDURES

The purpose of this study was to describe the professional preparation of head coaches for girls interscholastic track and field in South Dakota. This chapter describes the instrumentation and measurement techniques, source of data, collection of data, and methods of data analysis.

Instrumentation and Measurement Techniques

According to Borg and Gall (1979), the purpose of a descriptive study is to collect information that permits us to describe the characteristics of persons or an educational process or an institution. In this study the survey method utilizing the questionnaire technique was employed. Due to the nature of the information needed, the large number of coaches sampled, and the geographical distribution of the coaches throughout South Dakota, the use of a questionnaire was the most practical and efficient method in collecting the data.

Good and Scates (1954) stated that a questionnaire is the major instrument for data gathering in descriptive survey studies, and is used to secure information from widely scattered sources. Warwick and Lininger (1975) added that the survey method is an appropriate and useful means of gathering information when: (1) the goals of the research call for quantitative data, (2) the information sought is reasonably specific and familiar to the respondent, and, (3) the researcher has considerable prior knowledge of particular problems and the range of responses likely to emerge.

To achieve the purpose of the study, questionnaire items were constructed to examine the following areas: (1) socio-demographic characteristics of the coaches, (2) educational background in professional preparation, (3) experiences and background in coaching and teaching, (4) membership and attendance in professional organizations, and (5) reasons for holding position as head coach of girls interscholastic track and field.

Source of Data

The subjects for this study consisted of head coaches (N = 208) of girls interscholastic track and field teams whose schools are members of the South Dakota High School Activities Association. This included 32 coaches from Class AA schools (largest 32 schools according to student enrollment), 58 coaches from Class A schools (enrollment of 151 students or more), and 118 coaches from Class B schools (enrollment of 150 students or less). Of the 208 coaches surveyed, there was a total of 199 (95.7%) who responded.

Collection of Data

The original draft of the questionnaire was constructed after reviewing similar questionnaires and consulting with the writer's advisor and other faculty members from the Department of Health, Physical Education and Recreation at South Dakota State University. After revisions and corrections had been completed, a copy of the questionnaire was examined by the Executive Secretary of the South Dakota High School Activities Association who is also President of the National High School Activities Association, and by the Director of

the Department of Health, Physical Education and Recreation at South Dakota State University for additional ideas, suggestions, or corrections, and for their endorsement of the study.

Once this was completed, a pilot study was conducted in order to test the content, clarity, and ease of interpretation of the questionnaire items. The subjects for this pilot study consisted of 10 head coaches of girls interscholastic track and field teams in Minnesota. Following the mailing of the pilot study 7 of 10 coaches (70%) responded. After a review of the respondents was conducted and necessary changes initiated, the final draft of the questionnaire (Appendix A) was completed.

The first mailing of the questionnaire was sent out October 15, 1980, to the head coaches. A letter of transmittal (Appendix B) was prepared and sent along with the questionnaire to explain the study, show endorsements for the study, insure anonymity to the coaches, and urge a quick return. Included with this was a self-addressed, stamped envelope for the return of the completed questionnaire. Each questionnaire was coded with a number to enable the investigator to determine which schools had not responded.

Following the initial mailing of the questionnaire (October 15, 1980), 140 questionnaires (67.3%) were received. On October 31, 1980, questionnaires were mailed to the 68 coaches who, previously, had not responded. A follow-up letter (Appendix C) was included in the second mailing. After this second mailing, 35 additional coaches responded for a total of 175 returns (84.1%). On November 26, 1980, questionnaires were mailed to 33 principals from schools with non-responding coaches.

A letter to the principal (Appendix D) was included with the questionnaire explaining the purpose of the study and importance of the return by their school. Following this third mailing, 23 additional coaches and one principal responded for a final total of 199 returns (95.7%). The responding principal indicated that, at the present date, a coach had not been appointed. As a result, that questionnaire was not included in the analysis of data.

Statistical Analysis of the Data

A code was developed to organize the collected data, thus, enabling the use of the computer for statistical analysis. Once data from questionnaire items were punched on computor cards, the SPSS one-way frequency distributions with descriptive statistics was utilized. Upon receiving frequency distributions from the questionnaire items, tables were constructed to illustrate the findings. The tables, along with an analysis and discussion, can be found in Chapter IV.

CHAPTER IV

ANALYSIS AND DISCUSSION OF RESULTS

The purpose of this study was to describe the professional preparation of the head coaches for girls interscholastic track and field in South Dakota. This chapter presents the results of the data obtained through the use of the questionnaire and discussion of the findings as they pertain to the purpose.

Organization of the Data for Analysis

The data obtained from the questionnaires are reported in table form. The tables include only the data from those coaches responding to the question. The results are discussed following each table.

The term "coach" refers to the head coach of girls interscholastic track and field teams in South Dakota and will not be repeated. Table headings separating the schools by size will be AA, A, and B. The AA represents Class AA schools which are the largest 32 schools according to student enrollment. Class A schools have student enrollment of 151 and above, and Class B schools have student enrollment of 150 and below.

The analysis of the data are presented in the following order:

1. Questionnaires returned by the coaches.
2. Socio-demographic characteristics of the coaches.
3. Educational background in professional preparation of the coaches.
4. Experiences and background in coaching and teaching of the coaches.

5. Professional organizations in which the coaches belong.

6. Reason for holding position as head coach of girls interscholastic track and field.

Analysis and Discussion of the Data

Table 1 indicates the number of coaches who were mailed the questionnaire and the number and percentage of returned questionnaires by the coaches, according to class size. There was a good overall return of the questionnaire with 95.7 percent of the coaches responding. The coaches from Class AA schools had the highest return at 96.8 percent, followed by the Class A coaches at 96.5 percent, and Class B coaches with the lowest return at 94.9 percent. Included in the 199 returned questionnaires was one questionnaire from a Class B principal indicating that a coach, to date, had not been appointed. As a result, that questionnaire was not included in the statistical analysis.

Table 2 illustrates the number of male and females presently coaching girls interscholastic track and field in South Dakota. Out of a total of 195 coaches only 51 are female (26.2%) coaches. This means there are almost three male coaches for every one female coach. All three school class sizes illustrated a larger number of male coaches than female coaches.

The age of the coaches are displayed in Table 3. The mean age of all coaches is 30.5 years. It is shown that as the school class size decreases the age of the coaches also decreases. The largest percentage of coaches in Class AA schools (31%) fall between the ages of 31 to 35, with 34.5 years the mean age. The largest percentage of

TABLE 1

Distribution of Questionnaires and Number of Returns by Class

Class	Number Surveyed	Number of Returns	Percent of Returns
AA	32	31	96.8
A	58	56	96.5
B	118	112	94.9
Total	208	199	95.7

TABLE 2

Gender (N = 195)

Sex	AA	%	A	%	B	%	All Coaches	%
Male	21	70.0	42	76.4	81	73.6	144	73.8
Female	9	30.0	13	23.6	29	26.4	51	26.2

coaches in Class A schools (33.9%) fall between the ages of 26 to 30, with 32.1 the mean age. The age continues to drop with the largest percentage of coaches in Class B schools (40.7%) falling between the ages of 20 to 25, with 28.6 years the mean age. The coaches in the smaller schools tend to be younger, with age steadily increasing as the size of the school increases.

Table 4 indicates the undergraduate major that was received by the coaches. Some coaches received majors in more than one area. The data revealed that 125 of 195 coaches (64.1%) had a major in physical education. History was second with 22 of 195 coaches (11.3%) possessing a major in that area. Class A schools had the highest percentage of coaches (67.3%) with a major in physical education, followed by Class B schools with 63.3 percent, and Class AA schools with 61.3 percent.

The undergraduate minors received by the coaches are shown in Table 5. Some coaches had no minor, while others had more than one. Physical education was the undergraduate minor most frequently chosen by the coaches, with 41 of 195 coaches (21%) possessing this minor. History, again, was second with 21 of 195 coaches (10.8%) having minor preparation in this area. Class AA schools had the largest percentage of coaches (32.3%) with a minor in physical education, followed by Class A schools with 21.8 percent, and Class B schools with 17.4 percent. Physical education, history, and social science are the leading undergraduate major and minor areas of preparation, in that order. A total of 85.1 percent of all the coaches have, in their undergraduate preparation, completed majors or minors in physical education. Class AA coaches led with 93.5 percent, Class A had 89.1 percent, and Class B coaches

TABLE 3

Age (N = 193)

Age	AA	%	A	%	B	%	All Coaches	%
20-25	2	6.9	7	12.5	44	40.7	53	27.5
26-30	7	24.1	19	33.9	36	33.3	62	32.1
31-35	9	31.0	18	32.1	14	13.0	41	21.2
36-40	6	20.7	2	3.6	6	5.7	14	7.3
41-45	2	6.9	8	14.3	7	6.5	17	8.8
46-50	1	3.4	2	3.6	0	0.0	3	1.6
50+	2	6.9	0	0.0	1	.9	3	1.6

TABLE 4

Undergraduate Major Preparation (N = 195)

Undergraduate Major	AA	%	A	%	B	%	All Classes	%
Biology	3	10.0	2	3.6	2	1.8	7	3.6
Business	1	3.2	2	3.6	7	6.4	10	5.1
Elementary Education			3	5.5	7	6.4	10	5.1
English			1	1.8	2	1.8	3	1.5
Geography					1	.9	1	.5
Government	1	3.2			2	1.8	3	1.5
Health	1	3.2	2	3.6	6	5.5	9	4.6
History	7	22.6	4	7.3	11	10.1	22	11.3
Industrial Arts			3	5.5	3	2.8	6	3.1
Math	3	10.0	4	7.3	7	6.4	14	7.2
Music					2	1.8	2	1.0
Physical Education	19	61.3	37	67.3	69	63.3	125	64.1
Pre-Med Education	1	3.2					1	.5
Psychology					1	.9	1	.5
Safety Education					2	1.8	2	1.0
Science	1	3.2	1	1.8	2	1.8	4	2.1
Social Science	2	6.5	5	9.1	8	7.3	15	7.7
Social Studies			2	3.6			2	1.0
Special Education					1	.9	1	.5
Speech			1	1.8	2	1.8	3	1.5

had 80.7 percent. The percentage slightly drops as the school class size decreases.

The largest percentage of coaches (82.7%) attained their undergraduate degrees from institutions in South Dakota (Table 6). Graduates from institutions in 15 other states were coaching girls interscholastic track and field in South Dakota high schools. Northern State College had the largest number of graduates with 44 of 196 coaches (22.4%). Dakota State College had the second largest with 26 of 196 (13.3%) coaches, followed by South Dakota State University with 22 of 196 coaches for 11.2 percent.

It may be seen by reviewing Table 7 that 26.3 percent of all the head coaches had not completed any graduate hours of credit. Class B coaches had the largest percentage of coaches (33.3%) without any graduate credit hours, followed by Class A coaches at 19.6 percent, and Class AA coaches at 12.9 percent. This shows that as school class size decreases the percentage of coaches without any graduate credit hours increases. There were a total of 37 of 198 coaches (18.7%) who had received a Master's degree. This category was led by Class AA coaches with 35.5 percent having a Master's degree, followed by Class A coaches with 23.2 percent, and Class B coaches with 11.7 percent. This reveals that the percentage of coaches with a Master's degree increases as the school class size increases.

Physical education was the leading graduate major with 17 of 37 coaches (45.9%) completing the requirements for that degree (Table 8). Educational administration was second with 24.3 percent, and counseling was third with 10.8 percent. It was found that some coaches had two different graduate majors.

TABLE 5

Undergraduate Minor Preparation (N = 195)

Undergraduate Minor	AA	%	A	%	B	%	All Classes	%
Art					1	.9	1	.5
Athletic Training			1	1.8			1	.5
Biology			4	7.3	9	8.3	13	6.7
Business			2	3.6	5	4.6	7	3.6
Coaching			2	3.6	5	4.6	7	3.6
Criminology					1	.9	1	.5
Drama	1	3.2					1	.5
Driver Education	1	3.2	1	1.8	5	4.6	7	3.6
Education			1	1.8	3	2.8	4	2.1
English	2	6.5	4	7.3	5	4.6	11	5.6
Gerontology					1	.9	1	.5
Health	3	9.7	6	10.9	6	5.5	15	7.7
History	2	6.5	3	5.5	16	14.7	21	10.8
Industrial Arts	1	3.2			1	.9	2	1.0
Librarian					1	.9	1	.5
Math			4	7.3	1	.9	5	2.6
Music			1	1.8	2	1.8	3	1.5
Physical Education	10	32.3	12	21.8	19	17.4	41	21.0
Physics	1	3.2			1	.9	2	1.0
Psychology	1	3.2	3	5.5	6	5.5	10	5.1

TABLE 5 (Continued)

Undergraduate Minor	AA	%	A	%	B	%	All Classes	%
Safety Education			1	1.8	1	.9	2	1.0
Science	1	3.2	2	3.6	13	11.9	16	8.2
Social Science	3	9.7	3	5.5	8	7.3	14	7.2
Social Studies			2	3.6	4	3.7	6	3.1
Social Work					1	.9	1	.5
Sociology	2	6.5	1	1.8	5	4.6	8	4.1
Spanish			1	1.8			1	.5
Special Education			1	1.8	1	.9	2	1.0
Speech	1	3.2					1	.5

TABLE 6

Institution Where Coaches Received Baccalaureate Degree (N = 196)

Institution	AA	%	A	%	B	%	All Classes	%
Adams State College					1	.9	1	.5
Augustana					2	1.8	2	1.0
Black Hills State	4	12.9	5	8.9	7	6.4	16	8.2
Brooklyn College			1	1.8			1	.5
Chadron State	1	3.2			1	.9	2	1.0
Central Michigan Univ.	1	3.2					1	.5
Dakota State	4	12.9	9	16.1	13	11.9	26	13.3
Dakota Wesleyan Univ.			1	1.8	9	8.3	10	5.1
Eastern Mennonite Coll.					1	.9	1	.5
Eastern Montana	1	3.2					1	.5
Georgia Southern					1	.9	1	.5
Goshen College					1	.9	1	.5
Grand Rapids Baptist					1	.9	1	.5
Hope College					1	.9	1	.5
Huron College	1	3.2	3	5.4	4	3.7	8	4.1
Indiana Univ. of Penn.			1	1.8			1	.5
Jamestown College	2	6.5	1	1.8			3	1.5
Mankato State			1	1.8			1	.5
Mayville State					1	.9	1	.5
McMurray College			1	1.8			1	.5

TABLE 6 (Continued)

Institution	AA	%	A	%	B	%	All Classes	%
Moorhead State					1	.9	1	.5
Mount Marty					1	.9	1	.5
Northern State	8	25.8	13	23.2	23	21.1	44	22.4
Peru State	1	3.2					1	.5
Sioux Falls College	2	6.5	2	3.6	4	3.7	8	4.1
South Dakota State	2	6.5	7	12.5	13	11.9	22	11.2
Southern State			1	1.8	2	1.8	3	1.5
Southwest State					2	1.8	2	1.0
SUSD	1	3.2					1	.5
U. C. State					1	.9	1	.5
Univ. of Minn. Morris					1	.9	1	.5
Univ. of North Dakota					1	.9	1	.5
USD-Springfield			3	5.4	8	7.3	11	5.6
USD-Vermillion	2	6.5	4	7.1	5	4.6	11	5.6
U. of Wisc. Stevens Pt.					1	.9	1	.5
U. of Wisc. Superior			1	1.8			1	.5
Univ. of Wyoming			1	1.8	1	.9	2	1.0
West Chester State			1	1.8			1	.5
Yankton	1	3.2			2	1.8	3	1.5

TABLE 7

Graduate Hour Credits Attained (N = 198)

Graduate Hours	AA	%	A	%	B	%	All Classes	%
0	4	12.9	11	19.6	37	33.3	52	26.3
1-6	5	16.1	12	21.4	37	33.3	54	27.3
7-12	1	3.2	8	14.3	11	10.0	20	10.1
13-21	6	19.4	9	16.1	6	5.4	21	10.6
22-29	2	6.5	1	1.8	3	2.7	6	3.0
30 +	2	6.5	2	3.6	4	3.6	8	4.0
MS	5	16.1	10	17.9	8	7.2	23	11.6
MS +	6	19.4	3	5.4	5	4.5	14	7.0

TABLE 8

Graduate Major Preparation (N = 37)

Graduate Major	AA	%	A	%	B	%	Classes	%
Adaptive Physical Education			1	7.7			1	2.7
Business					1	7.7	1	2.7
Counseling	1	9.1	2	15.4	1	7.7	4	10.8
Education	1	9.1	1	7.7			2	5.4
Educational Administration	2	18.1	3	23.1	4	30.8	9	24.3
Elementary Education					1	7.7	1	2.7
History	1	9.1			1	7.7	2	5.4
Industrial Arts			1	7.7	1	7.7	2	5.4
Math	1	9.1					1	2.7
Physical Education	6	54.5	4	30.8	7	53.8	17	45.9
Science	1	9.1	1	7.7			2	5.4

NOTE: Some coaches had two different graduate majors.

Table 9 reveals that 31 of 37 coaches (83.8%) received their graduate degrees from a South Dakota institution. South Dakota State University had the largest number of graduates with 11 of 37 (29.7%), followed by Northern State with 10 of 37 (27%), and the University of South Dakota-Vermillion with 7 of 37 (18.9%). There were a total of six other states who had coaches receive their Masters degree from institutions in those states.

Table 10 illustrates selected courses in which coaches have received college credit. Prevention and Care of Athletic Injuries was the course with the largest number of coaches (183 of 198) receiving credit (92.4%). Theory of Track and Field was completed by only 158 of 198 coaches (79.8%), with Class AA and A each having 83.9 percent, and Class B with 76.6 percent. Other selected courses taken by 50 percent of the coaches, were, in order of decreasing percentages, Organization and Administration of Physical Education and Athletics (87.4%); First Aid (82.3%); Theory of Basketball (82.3%); History, Principles, and Philosophy of Physical Education and Athletics (75.3%); Anatomy (72.2%); Kinesiology (71.7%); Rules and Officiating (62.6%); Physiology (62.6%); and Theory of Football (52.5%). The course that had the lowest number of coaches receiving credit was Mechanical Analysis, with only 30 of 198 for 15.2 percent.

Table 11 reveals the years of teaching experience by the coaches. The mean for total teaching experience is 7.3 years, with Class AA coaches having a mean of 11.1 years, Class A coaches having a mean of 8.9 years, and Class B coaches having a mean of 5.4 years. It can be seen that the

TABLE 9

Institution Where Coaches Received Master Degree (N = 37)

Institution	AA	%	A	%	B	%	All Classes	%
Black Hills State	2	18.2	1	7.7			3	8.1
Cornell University	1	9.1					1	2.7
Northern Oregon State			1	7.7			1	2.7
Northern State	2	18.2	3	23.1	5	38.5	10	27.0
Old Dominion			1	7.7			1	2.7
South Dakota State Univ.	3	27.3	2	15.4	6	46.2	11	29.7
Texas A & M	1	9.1					1	2.7
University of Iowa	1	9.1					1	2.7
University of North Dakota			1	7.7			1	2.7
University of South Dakota	1	9.1	4	30.8	2	15.4	7	18.9

TABLE 10

Selected Courses in Which Coaches Have Received College Credit (N = 198)

	AA	%	A	%	B	%	All Classes	%
Medical Aspects of Coaching:								
Prevention and Care of Athletic Injuries	30	96.8	52	92.9	101	91.0	183	92.4
First Aid	27	87.1	48	85.7	88	79.3	163	82.3
Safety Education	12	38.7	27	48.2	48	43.2	87	43.9
Other	5	16.1	6	10.7	8	7.2	19	9.6
Principles and Problems of Coaching:								
Organization and Administration of Physical Education and Athletics	28	90.3	53	94.6	92	82.9	173	87.4
History, Principles, and Philosophy of Physical Education and Athletics	26	83.9	41	73.2	82	73.9	149	75.3
Psychology of Coaching	18	58.1	29	51.8	47	42.3	94	47.5
Rules and Officiating	20	64.5	37	66.1	67	60.4	124	62.6
Other	2	6.5	4	7.1			6	3.0

TABLE 10 (Continued)

	AA	%	A	%	B	%	All Classes	%
Kinesiological and Physiological Foundations of Coaching:								
Anatomy	20	64.5	45	80.4	78	70.3	143	72.2
Kinesiology	22	71.0	39	69.6	81	73.0	142	71.7
Physiology	22	71.0	42	75.0	60	54.1	124	62.6
Mechanical Analysis	7	22.6	9	16.1	14	12.6	30	15.2
Other	2	6.5	3	5.4	1	.9	6	3.0
Theory and Technique of Coaching:								
Theory of Track and Field	26	83.9	47	83.9	85	76.6	158	79.8
Theory of Basketball	25	80.6	46	82.1	92	82.9	163	82.3
Theory of Football	19	61.3	34	60.7	51	45.9	104	52.5
Theory of Volleyball	5	16.1	9	16.1	27	24.3	41	20.7
Other	7	22.6	14	25.0	30	27.0	51	25.8

TABLE 11

Years of Teaching Experience (N = 197)

Years of Experience	AA	%	A	%	B	%	All Classes	%
0-5	9	29.0	19	34.5	68	61.3	96	48.7
6-10	8	25.8	23	41.8	26	23.4	57	28.9
11-15	6	19.4	2	3.6	11	9.9	19	9.6
16-20	5	16.1	7	12.7	5	4.5	17	8.6
21-25	1	3.2	3	5.5			4	2.0
26+	2	6.5	1	1.8	1	.9	4	2.0

mean years of teaching experience decrease by approximately three years as the class size decreases. There are a total of 4 of 197 coaches (2%) who have 26 or more years of teaching experience. Two of these coaches (6.5%) are from Class AA schools, one (1.8%) from Class A schools, and one (.9%) from Class B schools.

Table 12 indicates the teaching responsibilities and hours taught per day by 188 coaches. Two coaches were not included in the table, as one was an elementary principal and the other a superintendent. Classroom teaching per day by the coaches totaled 951 hours. The coaches taught physical education 297 hours per day, followed by history with 95 hours, and science with 74 hours. The average classroom teaching load was 5.06 hours per day per coach.

Table 13 shows the teaching responsibilities of the coaches. Physical education was the most often taught subject by coaches of all three class sizes, followed by history.

Most of the coaches (76.3%) taught more than one subject (Table 14). The largest percentage of Class AA coaches (48.4%) taught two different subjects, while Class A and Class B coaches had the largest percentage teaching three different subjects at 43.6 percent and 37 percent, respectively.

The majority of the coaches (83.7%) are presently teaching in their major area of preparation (Table 15). Class AA schools had the largest percentages of coaches (90%) teaching in their major area of preparation, with Class B schools having 84.8 percent, and Class A schools at 78.2 percent. There are 22 of 197 coaches (11.6%) who are

TABLE 12

Teaching Responsibilities and Hours Taught Per Day (N = 188)

Subject	Hours Taught Per Day 1	2	3	4	5	6	7	8	Total Hours
Algebra	2	4							10
Anatomy	1								1
Art				1					4
Astronomy		1							2
Biology	7	4	2	1	1				30
Business	3		3	4	6	1			64
Chemistry	3								3
Coaching Basketball (College)	1								1
Computer	1	2							5
Criminology	1								1
Driver Education	11	1		1					17
Economics	3	3							9
Elementary Education							3	1	29
English	5	3		1	2				25
Geography	9	3							15
Geometry	4	1							6
Government	16	6	2						34
Guidance					1				5
Health	13	9	2						37

TABLE 12 (Continued)

Subject	Hours Taught Per Day 1	2	3	4	5	6	7	8	Total Hours
History	13	18	6	2	4				95
Home Economics					1				5
Industrial Arts		1	1	2	2	2			35
Intramural Sports	1								1
Journalism	1								1
Law	1								1
Librarian				1					4
Math	5	6	4	1	3				48
Music			1	1	1				12
Physical Education	20	20	24	11	15	4	2	1	297
Physics	2								2
Psychology	8	1	1						13
Science	8	5	8	4	2	1			74
Social Science	5	4	3						22
Social Studies	5	2	2	1	1	1			30
Sociology	1								1
Special Education						1	1		13

NOTE: One coach was an elementary principal and one was a superintendent. These two were not included in this table.

TABLE 13

Teaching Responsibilities by Class Size (N = 188)

Subject	AA	%	A	%	B	%	All Classes	%
Algebra	1	3.2	5	9.3			6	3.2
Anatomy					1	1.0	1	.5
Art					1	1.0	1	.5
Astronomy	1	3.2					1	.5
Biology	1	3.2	3	5.6	11	10.5	15	7.9
Business	1	3.2	3	5.6	13	12.4	17	8.9
Chemistry			1	1.9	2	1.9	3	1.6
Computer	1	3.2	1	1.9	1	1.0	3	1.6
Criminology					1	1.0	1	.5
Driver Education	1	3.2	2	3.7	10	9.5	13	6.8
Economics	2	6.5	1	1.9	3	2.9	6	3.2
Elementary Education					4	3.8	4	2.1
Elementary Principal			1	1.9			1	.5
English	1	3.2	3	5.6	7	6.7	11	5.8
Geography	2	6.5	6	11.1	4	3.8	12	6.3
Geometry	1	3.2	4	7.4			5	2.6
Government	4	12.9	4	7.4	16	15.2	24	12.6
Guidance					1	1.0	1	.5
Health	4	12.9	8	14.8	12	11.4	24	12.6
History	9	29.0	11	20.4	23	21.9	43	22.6

TABLE 13 (Continued)

Subject	AA	%	A	%	B	%	All Classes	%
Home Economics					1	1.0	1	.5
Industrial Arts			3	5.6	5	4.8	8	4.2
Intramural Sports			1	1.9			1	.5
Journalism					1	1.0	1	.5
Law			1	1.9			1	.5
Librarian					1	1.0	1	.5
Math	3	9.7	6	11.1	10	9.5	19	10.0
Music					3	2.9	3	1.6
Physical Education	15	48.4	24	44.4	58	55.2	97	51.1
Physics			1	1.9	1	1.0	2	1.1
Psychology	2	6.5	4	7.4	4	3.8	10	5.3
Science	2	6.5	8	14.8	18	17.1	28	14.7
Social Science	1	3.2	5	9.3	6	5.7	12	6.3
Social Studies			3	5.6			3	1.6
Sociology					1	1.0	1	.5
Special Education					2	1.9	2	1.1
Superintendent					1	1.0	1	.5

TABLE 14

Number of Different Subjects Taught (N = 194)

Number of Subjects	AA	%	A	%	B	%	All Classes	%
0			1	1.8	1	.9	2	1.0
1	10	32.3	14	25.5	20	18.5	44	22.7
2	15	48.4	14	25.5	37	34.3	66	34.0
3	5	16.1	24	43.6	40	37.0	69	35.6
4	1	3.2	2	3.6	8	7.4	11	5.7
5					2	1.9	2	1.0

TABLE 15

Present Areas in Which the Coaches Are Teaching (N = 197)

Area	AA	%	A	%	B	%	All Classes	%
Major	27	90.0	43	78.2	89	84.8	159	83.7
Minor	2	6.7	9	16.4	16	15.2	27	14.2
One or more classes unrelated to major or minor	2	6.7	6	10.9	14	13.3	22	11.6
All classes taught unrelated to major or minor	1	3.3	2	3.6			3	1.6

teaching one or more classes unrelated to their major or minor area of preparation. Of these coaches 1.6 percent are in a situation in which all the classes they are teaching are unrelated to their major or minor area of preparation.

Table 16 reveals the years of coaching experience in track and field after receiving the baccalaureate degree by the coaches. The mean for total coaching experience in track and field is 5.1 years, with Class AA coaches having a mean of 6.7 years, Class A coaches having a mean of 5.3 years, and Class B coaches having a mean of 4.5 years. The mean years are shown to decrease by almost one year as the class size decreases. There are a total of 21 of 198 coaches (10.6%) who have no experience coaching track and field. Class B coaches led this area with 14.4 percent of the coaches having no experience, Class A with 7.1 percent, and Class AA with 3.2 percent. This reveals that as the school class size decreases the number of coaches without any experience coaching track and field increases. The Class AA schools have 2 of 31 coaches (6.5%) with 26 or more years of coaching experience in track and field, with Class B schools having 1 of 110 coaches (.9%) with 26 or more years experience.

Table 17 shows the number of years as head coach, for girls track and field teams, by the coaches. The mean for total number of years as head coach for girls track and field teams is 3.1 years, with Class AA coaches having a mean of 4.1 years, Class A coaches having a mean of 4.2 years, and Class B coaches having a mean of 2.3 years. The Class B coaches are shown to trail the other coaches by approximately two years as a head coach for girls track and field teams. Class A schools have a

TABLE 16

Years of Coaching Experience in Track and Field After Receiving Baccalaureate Degree (N = 198)

Years of Experience	AA	%	A	%	B	%	All Classes	%
0	1	3.2	4	7.1	16	14.4	21	10.6
1-5	11	35.1	19	33.9	60	54.1	90	45.5
6-10	9	29.0	24	42.9	26	23.4	59	29.8
11-15	3	9.7	5	8.9	4	3.6	12	6.1
16-20	4	12.9	3	5.4	4	3.6	11	5.6
21-25	1	3.2	1	1.8			2	1.0
26+	2	6.5			1	.9	3	1.5

TABLE 17

Number of Years as Head Coach for
Girls Track and Field Teams (N = 198)

Years of Experience	AA	%	A	%	B	%	All Classes	%
0	3	9.7	6	10.7	23	20.7	32	16.2
1-3	11	35.5	19	33.9	63	58.8	93	47.0
4-6	12	38.7	22	39.3	21	18.9	55	27.8
7-9	3	9.7	4	7.1	4	3.6	11	5.6
10+	2	6.5	5	8.9			7	3.5

total of 5 of 56 coaches (8.9%) with 10 or more years as head coach, followed by Class AA schools with 2 of 31 coaches (6.5%) in that category. Class B schools have the largest percentage of coaches (20.7%) who have never been a head coach for girls track and field.

Table 18 reveals the competitive participation in track and field programs by the coaches. Class B schools had the largest percentage of coaches (89%) with participation in interscholastic programs, while Class AA schools had the largest percentage of coaches (51.6%) with participation in intercollegiate programs. There were 23 of 195 coaches (11.8%) who had no experience at all in any type of track and field program.

There are 178 of 195 coaches (91.3%) who are coaching an additional sport besides girls track and field, for the 1980-81 school year (Table 19). All the coaches (100%) from Class AA schools will be coaching an additional sport, with Class A coaches having 83.6 percent, and Class B coaches having 84.5 percent. Basketball is the additional sport most often coached by all the coaches (69.2%). Cross country is the second most often coached sport by Class AA coaches (36.7%), and Class A coaches (25.5%). The second most often coached sport for Class B coaches is football at 25.5 percent.

Table 20 illustrates the number of coaches with previous experience coaching other sports, on any level. Basketball, football, and cross country, in that order, have the largest number of coaches with coaching experience in those areas. The majority of coaches have between 1 and 5 years of coaching experience in the sport(s) they have

TABLE 18

Competitive Participation in
Track and Field Programs (N = 195)

Program	AA	%	A	%	B	%	All Classes	%
Interscholastic	23	74.2	47	85.5	97	89.0	167	85.6
Intercollegiate	16	51.6	22	40.0	39	35.8	77	39.5
Club	3	10.0	4	7.3	4	3.7	11	5.6
Other	1	3.2	3	5.5	4	3.7	8	4.1
No experience at all	5	16.1	6	11.0	12	11.0	23	11.8

TABLE 19

Sports to Be Coached, in Addition to Track and Field, During the 1980-1981 School Year (N = 195)

Sport	AA	%	A	%	B	%	All Classes	%
Basketball	12	40.0	34	61.8	89	80.9	135	69.2
Cross Country	11	36.7	14	25.5	14	12.7	39	20.0
Football	8	26.7	10	18.2	28	25.5	46	23.6
Gymnastics	1	3.3	3	5.5			4	2.1
Soccer	1	3.3	1	1.8	4	3.6	6	3.1
Volleyball	3	10.0	5	9.1	9	8.2	17	8.7
Wrestling	3	10.0	2	3.6			5	2.6
Other	2	6.7	3	5.5	2	1.8	7	3.6
None			9	16.4	8	7.3	17	8.7

TABLE 20

Number of Coaches and Years of Experience Coaching Other Sports, on Any Level

Sport	1-5	%	6-10	%	11-15	%	16-20	%	21+	%	Total
Basketball	104	62.7	43	25.9	14	8.4	5	3.0			166
Cross Country	42	76.4	9	16.4	2	3.6	2	3.6			55
Football	49	57.6	21	24.7	10	11.8	4	4.7	1	1.2	85
Golf	7	100.0									7
Gymnastics	12	100.0									12
Soccer	8	100.0									8
Swimming	2	100.0									2
Tennis	8	100.0									8
Volleyball	16	94.1	1	5.9							17
Wrestling	8	88.9	1	11.1							9
Other	19	95.0	1	5.0							20

Note: There are six coaches from Class A schools and nine coaches from Class B schools who have no experience coaching any sport.

or are coaching. There are six coaches from Class A schools (10.9%) and nine coaches from Class B schools (8.2%) who do not have any coaching experience in any sport.

Table 21 reveals that membership in at least one professional organization was held by 161 of 195 coaches (82.6%). The South Dakota Education Association had the highest percentage of membership from the coaches at 46.7 percent, followed by the National Education Association with 39.5 percent of the coaches. There were 17.4 percent of the coaches who did not have any type of membership in professional organizations. Due to a misinterpretation between the South Dakota High School Activities Association and the South Dakota High School Coaches Association, membership in these two organizations has not been included in the table.

Attendance records at coaching clinics revealed that 54.4 percent of the coaches reporting attended at least once a year (Table 22). This was led by Class AA coaches with 70 percent, followed by Class A coaches with 52.8 percent, and Class B coaches with 50.9 percent. Class B schools had the largest percentage of coaches who have never attended a clinic at 29.1 percent, followed by Class A coaches with 24.5 percent, and Class AA coaches with 10 percent. The attendance can be seen to decrease as the school class size decreases.

Table 23 indicates the reason for receiving the position as head coach for the girls interscholastic track and field team. The largest percentage of all the coaches (47.7%) indicated they were asked to coach the team. There were 59 of 195 coaches (30.3%) who had requested for the position, while 9 of 195 coaches (4.6%) were assigned to the coaching position without having a choice in the matter.

TABLE 21

Membership in Professional Organizations (N = 195)

	AA	%	A	%	B	%	All Classes	%
American Association of Health, Physical Education, Recreation and Dance	2	6.7	6	10.9	12	10.9	20	10.3
National Education Association	15	50.0	27	49.1	35	31.8	77	39.5
South Dakota Education Association	18	60.0	31	56.4	42	38.2	91	46.7
Other	9	30.0	17	31.0	10	9.1	36	18.5
None	5	16.7	4	7.3	25	22.7	34	17.4

TABLE 22

Attendance at Coaching Clinics, Workshops, or Camps (N = 193)

Attendance	AA	%	A	%	B	%	All Classes	%
Over once a year	15	50.0	10	18.9	16	14.5	41	21.2
Once a year	6	20.0	18	34.0	40	36.4	64	33.2
Every 2 years	3	10.0	7	13.2	12	10.9	22	11.4
Every 3 years	3	10.0	5	9.4	10	9.1	18	9.3
Never	3	10.0	13	24.5	32	29.1	48	24.9

TABLE 23

Reason for Receiving Position as Head Coach for Girls Interscholastic Track and Field (N = 195)

Reason for Position	AA	%	A	%	B	%	All Classes	%
Requested it	11	36.7	15	27.3	33	30.0	59	30.3
Was asked to coach	12	40.0	24	43.6	57	51.8	93	47.7
Was assigned without having choice	2	6.7			7	6.4	9	4.6
Was part of contract obligation in order to obtain job	5	16.7	16	29.1	11	10.0	32	16.4
Other					2	1.8	2	1.0

Table 24 illustrates the certification requirements that are not met by the coaches, which are needed in order to coach an interscholastic track and field team in South Dakota. There are 39 of 198 coaches (19.7%) who have not taken a course in Coaching Track and Field, 15 coaches (7.6%) who have not taken a course in Prevention and Care of Athletic Injuries, and 8 coaches (4.0%) who do not possess a minimum of eight semester hours in coaching athletics or in health and physical education. Class B schools have the largest percentage of coaches (27.9%) who have not met the requirements in these three areas. There are presently 48 of 198 coaches (24.2%) considered not certified to coach interscholastic track and field in South Dakota. Class B schools have the largest percentage of coaches not meeting certification requirements with 27.9 percent, followed by Class A coaches with 21.4 percent, and Class AA coaches with 16.1 percent. This illustrates as school class size decreases the percentage of coaches meeting certification requirements also decreases.

Summary

This chapter presented the results of the data obtained through the use of the questionnaire. The analysis of data was presented in the following order:

1. Questionnaires returned by the coaches.
2. Socio-demographic characteristics of the coaches.
3. Educational background in professional preparation of the coaches.

TABLE 24

Certification Requirements Not Attained (N = 198)

Requirements	AA	%	A	%	B	%	Classes	%
Minimum of eight semester hours in coaching athletics or in health and physical education			1	1.8	7	6.3	8	4.0
Course in Prevention and Care of Athletic Injuries	1	3.2	4	7.1	10	9.1	15	7.6
Course in Coaching Track and Field	5	16.1	9	16.1	25	22.5	39	19.7
Considered not certified to coach interscholastic track and field in South Dakota	5	16.1	12	21.4	31	27.9	48	24.2

4. Experiences and background in coaching and teaching of the coaches.

5. Professional organizations to which the coaches belong.

6. Reason for holding position as head coach of girls interscholastic track and field.

There was a large return of the questionnaire by all the coaches (95.7%). After careful analysis of the data received, it was found that all three school class sizes possessed a larger number of male coaches than female coaches. There are almost three male coaches for every one female coach. The mean age of all coaches is 30.5 years, but as the school class size decreases the mean age of the coaches is shown to decrease. Physical education was the undergraduate major and minor most often received by the coaches in each of the school class sizes, followed by history. The largest percentage of the coaches (82.7%) attained their undergraduate degrees from institutions in South Dakota, with Northern State having the largest percentage of graduates, regardless of school class size.

Data revealed that 26.3 percent of all the coaches had not attained any graduate hours of credit. As the school class size decreased, the percentage of coaches without any graduate credit hours increased. It was also revealed that as the school class size increased the percentage of coaches with a Master's degree increased. Physical education was the leading graduate major received by coaches, in each school class, with educational administration second. Again, the largest percentage of the coaches (83.8%) received their graduate degrees

from a South Dakota institution. South Dakota State University had the largest percentage of graduates from Class AA and B schools, while the University of South Dakota-Vermillion had the largest percentage from Class A schools.

Prevention and Care of Athletic Injuries was the course in which the largest percentage of coaches (92.4%) received credit. According to the course requirements set up by the Task Force, led by Esslinger (1968), the percentage of coaches who did not meet the required semester hours for each area are: Medical Aspects of Coaching - 1.5 percent, Principles and Problems of Coaching - 6.6 percent, Kinesiological and Physiological Foundations of Coaching - 26.8 percent, and Theory and Techniques of Coaching - 37.9 percent. The Theory of Track and Field was completed by only 79.8 percent of all the coaches.

The mean for total teaching experience by all coaches was 7.3 years. It was found that the mean years of teaching experience decreased by approximately three years as the school class size decreased. Physical education was the most often taught subject by coaches of all three classes, with the average classroom teaching load at 5.06 hours per day per coach. The majority of the coaches (83.7%) are presently teaching in their major area of preparation.

The mean for total coaching experience in track and field by all coaches was 5.1 years. As the school class size decreased the mean years were found to decrease by almost one year. Also, as the school class size decreased the number of coaches without any experience coaching track and field increased. There were 11.8 percent of the coaches with no competitive experience at all in any type of track and field program.

Most of the coaches (91.3%) will be coaching an additional sport besides girls track and field, for the 1980-81 school year. Basketball is the additional sport most often coached, in each school class size, by the coaches. Basketball, football, and cross country, in that order, have the largest number of coaches with previous coaching experience in those areas.

Membership in at least one professional organization was held by 82.6 percent of the coaches, with the South Dakota Education Association possessing the highest percentage of membership from the coaches at 46.7 percent. As school class size decreases the percentage of coaches who did not have any type of membership in professional organizations increased. Attendance records at coaching clinics were found to decrease as the school class size decreased.

The largest percentage of all coaches (47.7%) indicated they were asked to coach the track and field team. There were 29.1 percent of the Class A coaches indicating that the coaching position was part of their contract obligation in order to obtain their present teaching position. Certification requirements which are needed in order to coach an inter-scholastic track and field team in South Dakota are not completely met by 48 of 198 coaches (24.2%). It was found that as school class size decreased the percentage of coaches meeting certification requirements also decreased.

CHAPTER V

SUMMARY AND CONCLUSIONS

The purpose of this study was to describe the professional preparation of head coaches for girls interscholastic track and field in South Dakota. This chapter presents the summary, findings, and conclusions for the investigation.

Summary

The subjects for this study were head coaches (N = 208) of girls interscholastic track and field teams whose schools are members of the South Dakota High School Activities Association. This included coaches (N = 32) from Class AA schools (largest 32 schools according to student enrollment), coaches (N = 58) from Class A schools (student enrollment of 151 and above), and coaches (N = 112) from Class B schools (student enrollment of 150 and below).

A questionnaire was designed (Appendix A) and information was collected on the following variables concerning the head coaches:

1. Socio-demographic characteristics about the coaches.
2. Educational background in professional preparation of the coaches.
3. Experiences and background in coaching and teaching of the coaches.
4. Professional organizations in which the coaches belong.
5. Reason for holding position as head coach of girls interscholastic track and field.

The data obtained from the questionnaires was reported in table form, which included only the data from those coaches who responded to the questionnaire. These tables, along with a discussion of the results following each table, can be found in Chapter IV.

Findings of the Study

The findings of this study were as follows:

1. The largest percentage of all the coaches were male (73.8%), which also held true for each individual school class size. There are almost three male coaches for every one female coach.

2. The mean age of all the coaches is 30.5 years. As school class size decreased the age of the coaches also decreased.

3. Physical education was the largest major area of preparation by the coaches from all three school class sizes, with history second.

4. Physical education was the largest minor area of preparation by the coaches from all three school class sizes, with history second.

5. The majority of the coaches (82.7%) received their undergraduate degree from a South Dakota institution. Northern State had the largest percentage of graduates at 22.4 percent.

6. There are 26.3 percent of the head coaches who have not attained any graduate hours of credit, with this percentage increasing as the school class size decreases.

7. There are a total of 37 of 198 coaches (18.7%) who had received a Master's degree. The percentage of these coaches increased as the school class size increased.

8. Physical education was the leading graduate major received by the coaches, with educational administration second.

9. The majority of the coaches (83.8%) received their graduate degrees from a South Dakota institution. South Dakota State University had the largest percentage of graduates from Class AA and B schools, while the University of South Dakota-Vermillion had the largest percentage from Class A schools.

10. Prevention and Care of Athletic Injuries was the course for which the majority of the coaches (92.4%) received college credit.

11. A course in Theory of Track and Field was completed by only 79.8 percent of the coaches.

12. The mean for total teaching experience by all the coaches is 7.3 years. The mean years of teaching experience decreased by approximately three years as the class size decreases.

13. Physical education was the subject most often taught by the coaches, with history as second. The average classroom teaching load was 5.06 hours per day per coach.

14. The largest percentage (48.4%) of Class AA coaches taught two different subjects, while Class A (43.6%) and Class B (37.0%) coaches had the largest percentage teaching three different subjects.

15. The majority of the coaches (83.7%) are presently teaching in their major area of preparation.

16. The mean for total coaching experience in track and field by the coaches, is 5.1 years. The mean years decrease by almost one year as the school class size decreases.

17. The mean for total number of years as head coach for girls track and field teams, by the coaches, is 3.1 years. The Class B coaches trail the other coaches by approximately two years as a head coach for girls track and field teams.

18. There were 23 of 195 coaches (11.8%) who had no experience at all in any type of track and field program, with the largest percentage of these coaches coming from Class AA schools.

19. The majority of the coaches (91.3%) are coaching an additional sport besides girls track and field, for the 1980-81 school year. Basketball is the additional sport most often coached.

20. Basketball is the sport in which the majority of the coaches have had previous coaching experience.

21. Membership in at least one professional organization was held by 82.6 percent of all the coaches. Class B schools had the largest percentage of coaches (22.7%) who did not have any type of membership in a professional organization.

22. Attendance at coaching clinics tend to decrease as the school class size decreases. Only 54.4 percent of the coaches attended a clinic at least once a year, with 34.2 percent having never attended one or did not attend more often than once every three years.

23. The majority of the coaches (47.7%) were asked to take the position as head coach of the girls interscholastic track and field team.

24. There are 47 of 198 coaches (23.7%) who have not met the certification requirements in order to coach interscholastic track and field in South Dakota. As school class size decreases the percentage of coaches meeting certification requirements decreases.

Conclusions

The following conclusion was drawn based on the findings of the investigation:

As school class size decreased the following characteristics of the coaches also decreased: (a) the mean age of the coaches; (b) the percentage of the coaches who have attained some type of graduate hours of credit; (c) the percentage of coaches receiving a Master's degree; (d) the mean for total years of teaching experience; (e) the mean for total years of coaching experience in track and field; (f) attendance at coaching clinics, at least once a year; and (g) percentage of coaches meeting certification requirements.

Discussion of Results in Relation to the Review of the Literature

There is a concern in the United States by professionals, in physical education and athletics, relative to the professional preparation of individuals who are assigned interscholastic athletic coaching responsibilities. State certification requirements and professionals in this area have emphasized that prospective coaches should possess professional preparation in physical education plus experience in the sport to be coached. With respect to the findings of this investigation, it was found that 85.1 percent of the head coaches do possess either a major or minor in physical education and 88.2 percent had participated in some type of track and field program.

In Arkansas, Toothaker (1974) found that even though the majority of the coaches were physical education majors and minors, many

were teaching in their minor area of preparation or in an area totally unrelated to any of their undergraduate course work. This situation does not hold true with the present investigation as 83.7 percent of the head coaches were teaching primarily in their major area of preparation. Only 14.2 percent were teaching primarily in their minor area, and 1.6 percent in an area totally unrelated to their undergraduate course work.

The majority of the head coaches under investigation (82.7%) had received their undergraduate degree from a school in South Dakota. After receiving the baccalaureate degree, 73.7 percent of the coaches have attained some type of graduate credit, with 18.6 percent receiving a Master's degree. Physical education was the leading graduate major received (45.9%) by the coaches.

In Wisconsin, Hatlem (1972) found the longevity of the coach was quite short, with coaching experience averaging approximately eight years. The head coaches for girls interscholastic track and field in South Dakota averaged 5.1 years of coaching experience in track and field, with 3.1 years of experience as head coach of the girls team. This illustrates that coaching experience with the girls interscholastic track and field team is quite short. This may be attributed, however, to the fact that girls athletics have just recently come into existence in the state of South Dakota.

One point of interest found in the present study was 91.3 percent of the head coaches will be coaching an additional sport besides girls track and field, for the 1980-81 school year. Basketball was the

One additional point of interest revealed by the investigation was that 73.8 percent of these head coaches were male. Lopiano (1979) stated that one reason for the lack of qualified coaches in women's athletics was due to a tendency to hire women to coach women's teams and not the most highly qualified person. One possible reason for the majority of the head coaches meeting certification requirements, in the present study, may be due to the large number of male coaches. They may have been hired as the most qualified individual available.

In the past, there has been a lack of competitive experience and professional preparation opportunities for women. This may have led to a shortage of women who possessed the knowledge and competency to conduct athletic programs. Even though emphasis has been placed in professionally preparing females, time will be a factor that should be considered as to when they reach an adequate level of competence. Further investigation of this area could be beneficial in examining the differences in which the male and female coaches may possess.

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APPENDICES

APPENDIX A

APPENDIX A

THE PROFESSIONAL PREPARATION OF HEAD COACHES FOR GIRLS INTERSCHOLASTIC TRACK AND FIELD IN SOUTH DAKOTA

School_____

Sex: Male Female
(circle correct response)

Class Size: AA A B
(circle correct response)

Your Age_____

I. Educational Background in Professional Preparation

A. Undergraduate Major(s) . . . . . _____
B. Undergraduate Minor(s) . . . . . _____
C. How many graduate semester hours have you attained? (circle)
0, 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, MS, MS plus, PhD.
D. Graduate Major . . . . . _____
E. Name of institution where baccalureate degree was earned . . . . . _____
F. Name of institution where graduate degree was earned _____
G. Indicate the areas in which you have received college credit by placing an "x" in the space provided.

1) Medical Aspects of Coaching:
___Prevention and Care of Athletic Injuries
___First Aid
___Safety Education
___Other:_____

2) Principles and Problems of Coaching:
___Organization and Administration of Physical Education and Athletics
___History, Principles, and Philosophy of Physical Education and Athletics
___Psychology of Coaching
___Rules and Officiating
___Other:_____

3) Kinesiological and Physiological Foundations of Coaching:
___Anatomy
___Kinesiology
___Physiology
___Mechanical Analysis
___Other:_____

4) Theory and Techniques of Coaching:
___Theory of Track and Field
___Theory of Basketball
___Theory of Football
___Theory of Volleyball
___Other:_____

II. Experiences and Background in Coaching and Teaching

A. Total number of years of teaching experience . . . . . _____
B. What subject(s) are you teaching this 1980-81 school year?

subject_____hours/day_____
subject_____hours/day_____
subject_____hours/day_____

C. Total number of years of coaching experience in track and field after receiving the baccalureate degree . . . . . _____
D. Number of years as head coach of girls track and field . . . _____

- over -

APPENDIX A (Continued)

E. Indicate the number of seasons you participated in track and field in:
___interscholastic program in high school
___intercollegiate program in college
___club program (not intramurals)
___other:_____
___did not participate in any of the above

F. Place an "x" in the space next to the sport(s) you will be coaching, on any level, in addition to track and field for the 1980-81 school year.
___basketball ___gymnastics ___soccer ___volleyball
___cross-country ___golf ___swimming ___wrestling
___football ___hockey ___tennis ___other:_____

G. Indicate the number of seasons you have coached the following sports, on any level, prior to the 1980-81 school year.
___basketball ___gymnastics ___soccer ___volleyball
___cross-country ___golf ___swimming ___wrestling
___football ___hockey ___tennis ___other:_____

III. Professional Organizations

A. Place an "x" in the space next to the professional organizations to which you belong:
___AAHPERD ___South Dakota High School Activities Association ___SDEA
___NEA ___Other:_____

B. Place an "x" in the correct space according to the frequency of your attendance at track clinics, workshops, or camps:
___over once a year ___every 2 years ___never
___once a year ___every 3 years

IV. Present Role

A. How did you obtain your present role as head girls track and field coach? (check most appropriate blank)
___requested for it
___I was asked if I would take it
___it was assigned to me, without me having a choice
___it was part of my contract obligation in order for me to get the teaching job
___other:_____

Return To:

Maxine M. Johnson
Graduate Teaching Assistant
HPER Department
South Dakota State University
Brookings, South Dakota
57007

APPENDIX B

APPENDIX B

Graduate Teaching Assistant
SOUTH DAKOTA STATE UNIVERSITY
Brookings, South Dakota 57007

College of Arts and Science
Department of Health, Physical Education
and Recreation
(605) 688-5625

October 15, 1980

Dear Track Coach,

The attached questionnaire is part of a research project dealing with the present professional preparation of head coaches for girls interscholastic track and field in South Dakota. The content of this study is intended to help strengthen the coaching profession and the educational aspect of athletics in the state of South Dakota.

This study has the endorsement of Mr. Max Hawk, President of the National High School Activities Association and Executive Secretary of the South Dakota High School Activities Association. It has also been endorsed by Dr. Harry L. Forsyth, Athletic Director and Head of the Department of Health, Physical Education, and Recreation at South Dakota State University.

As educators we are all extemely busy, but I hope that you will take 10 minutes of your time to fill out the enclosed questionraire Please return the questionnaire by October 24, 1980. Enclosed you will find a self-addressed, stamped envelope for your convenience. Your cooperation will be greatly appreciated. Thank you.

Sincerely,

Maxine Johnson

Maxine Johnson
Graduate Teaching Assistant

Mr. Max Hawk
President of NHSAA
Executive Secretary of SDHSAA

Dr. Harry L. Forsyth
Director of the Dept. of HPER

APPENDIX C

APPENDIX C

SOUTH DAKOTA STATE UNIVERSITY
Brookings, South Dakota 57007

College of Arts and Science
Department of Health, Physical Education
and Recreation
(605) 688-5525

October 31, 1980

Dear Track Coach,

All of us are busier these days than we should be, and most of us have a hard time keeping up with those obligations which are essential and required. We know how the liitle extras sometimes receive our best intentions, but we also know that in reality none of us have the time which we would like to fulfill those intentions.

From the questionnaire which reached you - I hope - about two weeks ago, I have had no reply. Perhaps you mislaid the questionnaire, or it may have been miscarried in the mail - any one of dozens of contingencies could have happened.

In any event, I am enclosing another copy of the questionnaire. Your participation in this questionnaire is very important for the validity and reliability of this study. Most of the other questionnaires have been returned. This study does have the endorsement of Mr. Max Hawk, President of the National High School Activities Association and Executive Secretary of the South Dakota High School Activities Association. It has also been endorsed by Dr. Harry L. Forsyth, Athletic Director and Head of the Department of Health, Physical Education, and Recreation at South Dakota State University.

Please take 10 minutes out of your busy schedule to complete the questionnaire and drop it in the nearest postal box before November 7, 1980. Your help in getting them all back will be greatly appreciated. I will be looking forward to your response. Thank you very much.

Sincerely,

Maxine Johnson

Maxine Johnson
Graduate Teaching Assistant

APPENDIX D